daily operations for the support of customers, employees, and contractors spanning more than 17 states.

3. Provide evidence of the program's effectiveness in increasing student achievement.

Since 1995, the I CAN Learn® mathematics program has been evaluated by independent researchers to ensure that it meets its goal of improved academic performance for all students, but particularly for those in low-income schools. Evaluation methodology has typically relied on comparison studies of students taught by traditional methods to those taught in I CAN Learn® classrooms. The evaluation results have been very positive in favor of I CAN Learn® students over traditionally-taught students.

Ten schools in the Grant Joint Union High School District in Sacramento, California used the I CAN Learn® Algebra and Pre-Algebra courseware during the 2000-2001 school year. A comparison of math performance of 6,157 students in traditionally-taught and I CAN Learn® classrooms showed clear advantages for I CAN Learn® students (Oescher,2002).

Twelve middle schools and one high school in the Hillsborough County School District (Tampa, Florida) used the I CAN Learn® Algebra and Pre-Algebra courseware during the 2000-2001 school year. A comparison of math performance of 59 traditionally-taught classes of students to students in 59 I CAN Learn® classrooms, matched on the basis of class size, prior achievement, amount of time in math class, proportion of minority students, and time of class, showed clear advantages for I CAN Learn® students (Kerstyn, 2001).

Of 6,600 Fort Worth (Texas) Independent School District high school students studying Algebra during the 2000-2001 school year, nearly half were enrolled in I CAN Learn® Algebra classrooms. Students in the labs scored 18 percentage points higher than those in traditional courses on the state's algebra end-of-course exam in 2001 (Update, vol.5, no. 2, report from Fort Worth Independent School District, November 2001).

In a comparison of 3,079 Louisiana students' LEAP (state-mandated criterion-referenced test) scores, I CAN Learn® students outperformed traditionally-taught students by a statistically significant margin. The mean score for the 1,205 I CAN Learn® students was 312.32, a passing score. The mean score for the traditionally-taught students was 287.86, a non-passing average. School-by-school comparisons revealed that I CAN Learn® students outperformed traditionally-taught students in 12 of 14 schools. Further, the evaluator concluded that "I CAN Learn® student performance exceeds traditionally-taught student performance across levels of poverty and across districts" (Brooks, 2000).

4. Describe evaluation, monitoring for effectiveness communication process.

Progress reports are available at any time via the I CAN Learn® Classroom Explorer® "Reports" function. I CAN Learn® teachers generate individual progress reports on a